

# Local Behaviour Protocol

This protocol is written in conjunction with the Beckfoot Trust Behaviour Policy which is available on the Trust website: Beckfoot Trust - Policies and Documents

At Beckfoot Allerton, we work hard to meet our Trust mission of creating a remarkable school where no child is left behind. We are committed to our school sentence of ‘Beckfoot Allerton ensured all pupils gained powerful knowledge, behaved brilliantly and became confident community contributors’. We live our values of hard work, trust and responsibility.

Our local behaviour protocol reflects that we want all pupils to be successful and we will recognise them when they meet our expectations in individual lessons and in celebration assemblies each week. However, we also understand that some pupils will need support and guidance to ensure that they make the correct choices. We believe that pupils should be encouraged to adopt behaviour that supports learning and promotes positive relationships. Poor behaviour and low-level disruption undermines the rights of all young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

## One Trust Contract

We also align to the One Trust Contract which covers a range of expectations relating to behaviour for learning in our schools, including but not limited to;

- Schools where everyone’s dignity is central; leaders can lead, teachers can teach, learners can learn
- Crafting an inclusive culture where we expect the best and care for all whilst being mindful of the importance of calm and consistency to support the most vulnerable learner (and indeed teacher)
- No shouting as a default with clear and fair rules
- Consistently high expectations (100%) that reflect our mission and supports our values
- Clear social norms/rules with predictable consequences (certainty not severity) driven by purpose, not power so that pupils can develop self-regulation
- Simple learning habits that are integral to all lessons and driven by our values
- Strong and trusting relationships as an outcome not any aim through building consistency, fairness and demonstrating unconditional positive regard yet clarity of expectation

## Rules

Beckfoot Allerton has three school rules:

- 1. Be ready** - ready to learn
- 2. Be respectful** - speak kindly to others and look after our building and resources
- 3. Be safe** - do not hurt others or put ourselves or others in danger

## Values

We have three school values that permeate through all we do in our school and this also contributes to how we behave. These values help to shape us as people at school and beyond:

**Hard Work:** We work hard and try our best every single day. We persevere when things get difficult. There are no excuses and no shortcuts.

**Trust:** We do the right thing because it is the right thing to do. We act with integrity. We do what we say we'll do. We act as role models in our school and around our community.

**Responsibility:** We understand that we must be proactive positive influencers and take responsibility for our choice of actions.

## Learning Habits KS2

We teach explicit learning habits at Key Stage 2 to help pupils to be the best learners. These then form an 'Achievement Card' where KS2 pupils are expected to demonstrate their learning habits in each lesson. If a pupil needs a reminder, a code is written in that lesson and that becomes a target for the pupil to practice.

Learning Habit 1: Manage distractions

Learning Habit 2: Stay focussed on my task

Learning Habit 3: Track the speaker

Learning Habit 4: No answering back

Learning Habit 5: Join in discussions and contribute

Learning Habit 6: Correct equipment and uniform

Pupils who demonstrate these learning habits consistently are celebrated. Every pupil tries to beat their previous week's score.

## Learning Habits EYFS and KS1

We teach explicit learning habits at Key Stage 1 to help pupils to be the best learners. These then form a booklet of characters with stickers to collect once the learning habit has been demonstrated by the pupil:

- Have a go Hippo
- Concentrating Crocodile
- Persevering Parrot
- Find out Fox
- Learning Leopard
- Curious Chameleon

## Behaviour in Lessons

We expect all pupils to make good choices and attend lessons on time ready to learn. All staff will plan lesson to support all children's learning and allow them to make the progress that we would expect.

However, at times some pupils will not meet those expectations and will need to be reminded of our expectations so that they can be successful. Staff will issue verbal praise and reward pupils using class charts for behaviour that meets and exceeds the expectations of pupils.

Children working hard at their learning habits are celebrated and recognised in assembly.

## **Behaviour at playtimes, lunchtimes and outside**

We expect all pupils to continue their good behaviour whilst playing, eating lunch and/ or learning outside. Children must be kind, courteous and respectful to other pupils and staff members.

At playtimes, resources will be provided to play with and children will be taught how to use these appropriately. Rough play and play fighting is not permitted. Staff will be vigilant to look out for rough play starting (e.g. swinging children, pushing/shoving, using equipment as weapons) and stop it quickly.

In Family Dining, we expect children to talk quietly and politely, using good table manners.

## **Recognition**

We want pupils to be intrinsically motivated and work hard because it is the right thing to do. However, we understand that some pupils require more extrinsic motivation. We use a variety of recognition in school including:

- Positive precise praise
- 'Six ways to Shine' Stickers for demonstrating our school values or our school sentence
  - Hard Work
  - Trust
  - Responsibility
  - Powerful Knowledge
  - Behaving Brilliantly
  - Confident Community Contributor
- Golden star – this is for someone who has shown our values all week or has made great improvements. One child from each class is picked weekly and this is announced in Celebration Assembly
- Confident Community Contributors - a monthly assembly celebrating achievements outside of school for things such as clubs, volunteer work, competitions etc
- KS2 – 100% - All children who have 100% on their achievement cards have their name displayed
- KS1 – super learners – Children who have demonstrated the KS1 learning behaviours have their name read out in assembly
- Dojo points (EYFS/KS1)
- Notes home
- Postcards home
- Hot chocolate – awarded weekly by SLT who have noticed the children demonstrating our values
- Attendance/Punctuality certificates for excellent and improved attendance/punctuality (termly)
- Playground awards – for excellent playground behaviour and attitudes
- Seeing SLT or other leaders and teachers with good work or for showing the values

## **Consequences**

### **Warning system**

For low level disruption, we use a warning system before the use of consequences. This should prevent the need for most consequences.

Positive frame and use least invasive interaction:

- Non-verbal reminder (Point to board, finger on lips etc)
- Positive group correction (Check you are sitting up straight. I need to see everybody writing)
- Anonymous individual correction (I need one more pair of eyes tracking me)
- Private individual correction (I can see you're tired, but right now I need you to... You need your pencil out and I will check back in 30 seconds... I couldn't see you tracking just then, when I'm talking, your eyes need to be on me)
- Lightning quick public correction (Quentin, I need your eyes on me)

### **Consequences for difficult behaviour (in school building)**

- Warning ("This is a warning. If... then...")
- Time out **in** the classroom for 5 minutes - use a timer (e.g. children can sit on a chair, or move to the book area. Do not humiliate or embarrass the child)
- 'Red card': Removal from class by SLT
- If you are teaching by yourself, use the radio "SLT support to Class XX - red card"
- If you have an additional adult, they can bring the child up to SLT office
- If SLT do not answer the radio and you are on your own, send a sensible child with the red card to the SLT office or the main office for assistance

### **Consequences for difficult behaviour outside (e.g. PE lesson outside, Forest School lesson)**

- Warning ("This is a warning. If... then...")
- Time out by the wall/fence for 5 minutes - use a timer
- 'Red card': Removal from the outside area by SLT
- Use the radio and describe location "SLT support to bottom playground - red card"

### **Consequences for difficult playtime behaviour outside**

- Warning ("This is a warning. If... then...")
- Time out by the adult on duty for 5 minutes - use a timer
- 'Red card': Removal from the playground by SLT
- Use the radio and describe location "SLT support to bottom playground - red card"
- Repeated poor behaviour outside may lead to playtimes being missed (e.g. stay inside at break to complete a quiet activity/ read)

### **Consequences for dangerous/serious behaviour**

Move straight to 'Red Card' and radio for SLT support for dangerous behaviours such as: bullying, swearing, fighting, kicking, hitting, spitting, or defiant behaviours such as refusing to move. The headteacher and/or SLT will decide on any further consequences depending on the nature of the incident. Families will be informed. See 'Serious Behaviours' below for more information.

### **Red Card**

When children receive a 'red card' they will sit in the SLT office with a member of SLT and:

- Miss the next lesson and complete work on Oak National academy (KS2)

- Finish the work from their lesson with help from SLT (KS1)
- Complete reflection work for 10 minutes with picture cards (EYFS)
- Be spoken to by SLT about school rules and expectations and how things can be improved

Before returning to the classroom children must:

- Talk to the SLT member about what has happened and what has gone wrong
- Apologise (with words or pictures)
- Be in a state that is 'ready to learn' (if not the red card time out will be extended)
- Have completed or made a best effort at the work that had been set
- Be ready to 'fix' the thing that has gone wrong (e.g. pick up items, apologise etc)

If there has been a falling out with another person, or if the child has been rude to a staff member, SLT will help to:

- Facilitate a restorative conversation when everyone is ready - see Trust behaviour policy 'Reflect, Repair, Restore'

SLT will:

- Record and monitor red cards and their frequency
- Provide support in line with the Trust graduated response if a child receives more than 3 red cards in a period of three weeks or 10 or more red cards in an academic year
- Provide support to staff in a proactive and reactive way for behaviour support
- Offer Early Help to families who are struggling with their child's behaviour

Teachers will:

- Inform families the same day that a pupil receives a red card by phone call
- Start the next lesson afresh after a 'red card' and restore relationships with the child.

## Reasonable Adjustments

Our school rules and systems have been designed so that the very large majority of pupils, including those with SEND, should be able to be included. However, we recognise that some pupils may need reasonable adjustments to help them to be successful within this protocol. This may include strategies such as using time out cards or the Rainbow Room. These adjustments will be made on a case-by-case basis. Pupils needing reasonable adjustments may also be considered for the SEMH/behaviour Trust graduated response.

## Trust Graduated Response for SEMH/Behaviour

The Behaviour and SEND teams across Beckfoot Trust have worked together to produce a graduated response of support for pupils who exhibit poor behaviour needs due to potential SEMH and/or behaviour needs. This approach aims to put in place a wide range of preventative support strategies for the pupil to help improve behaviour.

At Beckfoot Allerton, the triggers for a pupil beginning the programme of support are:

- Any fixed term suspension
- Three red cards in a three-week period
- Ten red cards in an academic year
- Request from outside agency e.g., Children's Social Care/ West Yorkshire Police

## Mobile Phones

We want pupils to be able to learn without the distraction caused by mobile phones and other electronic devices. The evidence tells us that mobile phones are a significant distraction to young people as both the device and the apps are designed to be addictive. They also undermine confidence and relationship building. Many young people would rather communicate via a device than in person and that can lead to them struggling to have healthy relationships with their peers. They have an impact on a pupil's mental health for many reasons including increased anxiety, increased distraction, self-image issues, cyberbullying, impacts on sleep patterns and a loss of confidence. Therefore, to support the learning of our pupils':

- Mobile phones and all other electronic devices are only allowed to be brought into school by Year 5 and Year 6 pupils who walk to/from school by themselves
- Upon arrival to school, mobile phones will be given to the class teacher and stored in a locked drawer until the end of the day.
- Any other pupils having a mobile phone in lessons will be given a red card. The phone will be given to the office for an adult family member to collect at the end of the day.

## Uniform

We expect all pupils to be in full uniform every day. We have ensured our uniform is both affordable and inclusive for children with additional needs. Uniform lists are available on our website under family information: Family information - Beckfoot Allerton Primary School and Nursery

Pupils will have their uniform checked in the morning. Pupils who do not have the correct uniform will have the opportunity to call home to bring in correct uniform or borrow the correct uniform from school. School uniform is washed and of a good quality.

If a pupil refuses to borrow then they will be given a red card for refusal.

## Serious Behaviours

Any serious behaviours will be dealt with in an appropriate manner and will be investigated promptly by a senior leader.

Serious behaviours include but are not limited to:

- Repeated breaches of the school rules
- Any form of bullying
- Verbal abuse
- Physical aggression
- Destructive behaviour, damage, and vandalism
- Sexual bullying, harassment, abuse, or assault
- Any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation, including online behaviour
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

These serious behaviours will receive an appropriate sanction after the incident has been investigated. This could include time in insolation, a placement at another school, a suspension or in very serious cases a permanent exclusion. All suspensions are at the discretion of the Headteacher.

## **Suspensions and Permanent Exclusion**

Pupils who persistently fail to meet expectations or who are involved in a particularly serious incident may receive a fixed term suspension. Suspensions or permanent exclusions are issued at the discretion of the Headteacher. All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious.

The following are examples that may lead to a suspension.

- Persistent refusal to follow instructions of staff
- Involvement in any of the 'serious behaviours' listed above
- Persistent refusal to follow school rules
- Defiance / refusal to accept sanctions that have been put in place.
- Making a false allegation against a member of staff
- Misconduct whilst travelling to and from school.
- Posting or sharing images/content about pupils, staff, or the school on social media.

All suspensions follow our Trust Suspensions and Exclusions policy in line with current DfE guidance and are looked at individually and, on some occasions the Headteacher may decide to use a short-term placement at another school as an alternative in exceptional circumstances. In very serious circumstances, the Headteacher may decide to permanently exclude.

## **Use of Reasonable Force**

Reasonable force can be used to prevent pupils from committing a criminal offence, hurting themselves or others, from damaging property, or from causing disorder. More detailed information about the use of reasonable force can be found in our Trust Care and Control Policy.